

(E) Turning Around the Lowest-Achieving Schools (50 total points)

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State’s persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

Introduction and context

Kentucky is committed to the strategies and actions required to turn around the State’s lowest-achieving schools. The Kentucky Revised Statute (KRS) 160.346 enables the Kentucky Department of Education (“the Department”) to intervene in the Commonwealth’s persistently low-achieving schools. KRS 160.346 defines “persistently low-achieving school” and enables the State to intervene and expeditiously implement one of four intervention options. It is accompanied by the Kentucky Administrative Regulation 703 KAR 5:180. In addition, KRS 158.780 and KRS 158.785 enable the Department to intervene in LEAs. *(Statutes and regulations are included as Evidence for (E)(1) in Appendix OOO: Legislation KRS 158.780, Appendix PPP: Legislation KRS 158.785, Appendix QQQ: Legislation KRS 160.346, and Appendix SSS: 703 KAR 5 180 Intervention system for persistently low-achieving schools.)*

Intervention in lowest-achieving schools

According to KRS 160.346, the Department has the ability to intervene in persistently low-achieving schools by requiring the School Council and principal to relinquish their traditional roles of governance, decision-making, and administration unless leadership assessment of the school reveals significant evidence of their capacity to continue in their roles. In such instances this authority is transferred to the local district or to the State based on the recommendations of an accompanying audit of the district. If the audits reveal that the district lacks the capacity to handle the transfer of governance, the state provides direct oversight of the turnaround school.

KRS 160.346 also outlines the following menu of intervention options to address the persistently low-achieving schools:

- "External management option" (Federal 'Re-start Option') which requires that the day-to-day management of the school is transferred to an education management organization that may be a for-profit or nonprofit organization that has been selected by a local board of education from a list of management organizations. The management organization may be approved by the Kentucky Board of Education after a rigorous review process, which shall be developed by the Kentucky Board of Education by promulgation of administrative regulations. The management organization's authority shall include the right to make personnel decisions that comply with Kentucky's teacher employment and tenure statutes (KRS Chapter 161) and any employee-employer bargained contract that is in effect
- "Re-staffing option" (Federal 'Turnaround Option') which requires the replacement of the principal and the existing School Council unless the audit reports recommend otherwise, screening existing faculty and staff with the retention of no more than fifty percent of the faculty and staff at the school, development and implementation of a plan of action that uses research-based school improvement initiatives designed to turn around student performance. Personnel actions shall comply with KRS 161 and notwithstanding KRS 160.380(1)(c) relating to filling vacant positions and KRS 160.345(2)(h)1. relating

to transfers

- "School closure option" which requires the closure of an existing school and the transfer of its students to other schools within the district that are meeting their accountability measures, reassignment of the school's faculty and staff to available positions within the district, and which may result in nonrenewal of contracts, dismissal, demotion, or a combination of these personnel actions which shall comply with KRS 161 and notwithstanding KRS 160.380(1)(c) relating to filling vacant positions and KRS 160.345(2)(h)1. relating to transfers
- "Transformation option" means a school intervention option that begins with replacing the school principal who led the school prior to commencement of the transformation option and replacing the school council members unless the audit reports recommended otherwise, and instituting an extensive set of specified strategies designed to turn around the identified school which shall comply with KRS 161 and notwithstanding KRS 160.380(1)(c) relating to filling vacant positions and KRS 160.345(2)(h)1. relating to transfers
- Any other model recognized by the federal No Child Left Behind Act of 2001, 20 U.S.C. secs 6301 et seq., or its successor

Intervention in LEAs in need of improvement

KRS 158.780 enables the Kentucky Board of Education to intervene in a local school district. According to this statute: "If the Kentucky Board of Education believes that the pattern of a lack of efficiency or effectiveness in the governance or administration of a school district warrants action, it shall conduct an administrative hearing in compliance with Kentucky's administrative hearing statutes (KRS Chapter 13B). If it is determined that the pattern does warrant action, it shall declare the district a "state assisted district" or a "state managed district" and the Kentucky Board of Education shall then assume control of the district as set forth in this section and KRS 158.785."

KRS 158.785 requires the following actions of the chief state school officer if the Kentucky Board of Education designates a district a “state managed district”:

- All administrative, operational, financial, personnel, and instructional aspects of the management of the school district formerly exercised by the local school board and the superintendent shall be exercised by the chief state school officer or his designee
- Any local school board member or the local superintendent may be removed from office by the Kentucky Board of Education pursuant to KRS 156.132
- Notwithstanding any statute to the contrary, after thirty (30) days after a district becomes a "state managed district" any appointment to an administrative position may be revoked by the chief state school officer and the individual employee may be reassigned to any duty for which that person is qualified. The chief state school officer shall provide to the reassigned employee written reasons for the reassignment. The individual shall not be dismissed from subsequent employment except as provided by Kentucky’s removal or suspension statute (KRS 156.132) and our board termination statute (KRS 161.790)
- The chief state school officer shall make the administrative appointments as necessary to exercise full and complete control of all aspects of the management of the district. The chief state school officer, through the appointments, may make any and all decisions previously made by the local school board and the local superintendent. The chief state school officer shall retain clear supervisory and monitoring powers over the operation and management of the district

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)
- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State’s historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

Introduction and context

Kentucky has a twenty-year history of moving low-achieving schools to higher levels of student achievement and significantly closing achievement gaps. Over this period, the Kentucky Department of Education (“the Department”) has undertaken several initiatives that have built on each other in this regard. Over 600 schools have fallen into one of three “levels” of state assistance

since 1994 with over 200 since 2002. Department efforts over a single two-year cycle were sufficient to move all but 5 of those schools up at least one of those levels toward higher student achievement.

The starting point for Kentucky's school improvement efforts was the Kentucky Education Reform Act reform in 1990, which established the Distinguished Educator program, in which a cadre of highly effective teachers and principals were identified and "loaned" to the Department for a period of up to three years. Distinguished Educators were then deployed to schools needing improvement, to identify the needs of the students in those schools, and to serve as instructional coaches and mentors to implement changes to improve learning. In 1998, the title of the Distinguished Educator Program was changed to the Highly Skilled Educator (HSE) Program. The program continued with its commitment to providing school improvement services to low achieving schools. It is evolving and expanding with the introduction of District 180 to include various levels of support personnel and a greater focus on educational recovery over traditional school improvement (see section on Educational Recovery Leaders and Specialists).

Subsequently, in 2006, the State launched the Voluntary Partnership Assistance Teams (VPAT) model, which was a partnership effort between the Department, the Kentucky Association of School Superintendents, and the Kentucky School Boards Association. Voluntary Partnership Assistance Teams provided districts with an intensive and collaborative assistance process designed to build capacity at the district and school levels and provide essential support and oversight for immediate and sustained improvement in student learning.

In 2008, the Department assessed the approach to school improvement and created the Assistance and Support School Improvement Success Teams (ASSIST) program. The ASSIST program was designed to take the best practices of the HSE program and the team aspects of the VPAT program. (*Appendix TTT: ASSIST Team Explanation, Appendix UUU: The VPAT Story, and Appendix VVV:*

Highly Skilled Educators Program provide more detail on all of these programs and Kentucky's history and progress in improving struggling schools.)

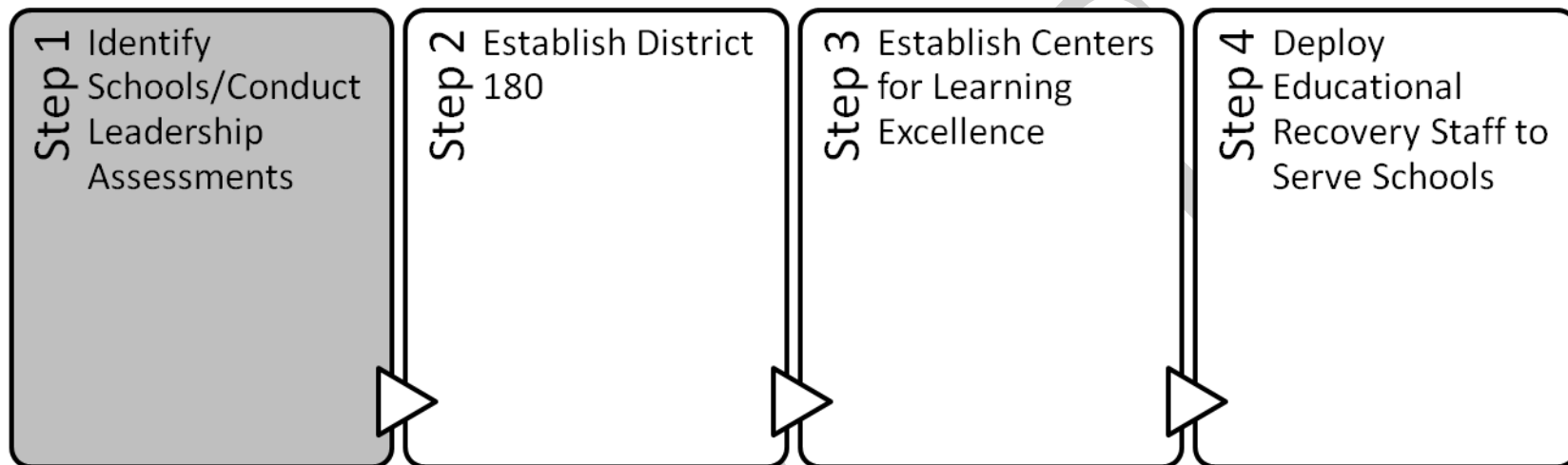
Moving from School Improvement to Educational Recovery

For many schools, Kentucky's interventions have been successful in raising achievement and building the capacity of schools to sustain the improvement. In the *2009 State Highlights Report* produced by the Editorial Projects in Education Research Center, between 1996 and 2006, Kentucky achieved a 9 percentage point graduation rate increase, the fourth highest increase nationwide. While there has been significant improvement at many struggling schools, others still continue to struggle, and incremental increases in student achievement are not sufficient to meet the Commonwealth's goals for all students. From the school improvement efforts outlined above, the Department has learned that while a focus on support is critical, it is not enough to turn around persistently low-achieving schools. The plan detailed below goes beyond what is traditionally considered sufficient to support school improvement to include regional support infrastructures and partnerships with local institutions of higher education, a dedicated turnaround arm at the Department, an emphasis on parent and community engagement, career paths for teachers and principals to become turnaround experts, new programming for students who are far behind academically, and more activities comprising a deep, intensive intervention strategy expected to yield steep changes in students' outcomes at the lowest-achieving schools.

Over the next year, the Department will revamp its approach to turning around the lowest-achieving schools, with the **goal** of moving these schools to at least 50% combined proficiency in Math and English/Language Arts in the ALL students category by 2012. Kentucky's history of programs to support low-performing schools provides a strong foundation from which Kentucky is now ready to take a bold step in a new direction. To meet this ambitious goal, and with the support of Kentucky's education

stakeholders, Kentucky will address low-achieving schools with more intensive interventions and a “no-excuses” attitude that all of our students deserve. In a survey conducted to solicit stakeholders’ perspectives regarding Kentucky’s Race to the Top application, approximately 75% of the 2,440 respondents either agree or strongly agree that intervening aggressively and intensively in persistently low-performing schools, requiring dramatic changes to quickly improve student performance, will improve Kentucky’s performance and contribute to increased student learning.

(E)(2)(i) - Identify the persistently lowest-achieving schools



From 2010 through 2012, Kentucky will use the federal definition of “persistently lowest-achieving” to identify the schools for turnaround. These schools will be called Educational Recovery Schools. In Fall 2012, the Department will expand the definition to include all schools that fail to meet the state’s new accountability measures. From this group the Department will identify those schools whose student scores have ranked in the bottom 5% in proficiency in Math and Reading/Language Arts combined for the ALL students category for three consecutive years. In addition, per the guidelines in the School Improvement Grant program and the Race to the Top notice, the State will identify any high schools that do not meet the above definition but have a graduation rate of less than 60%.

Kentucky is choosing to go beyond the definition in the Race to the Top guidance for several reasons. First, because the final

guidance divides schools by Title I status, there is the possibility that an extremely low-achieving school could be left out of the turnaround process, i.e., a school that is in the bottom five achieving in the state may not make the list, because it wasn't in the lowest 5% of Title I schools. The reverse could also be true. The proposed definition eliminates this possibility by including ALL schools in the lowest 5% regardless of Title I program funding status. Second, to meet the Commonwealth's goals for student achievement, more schools than the ten lowest-achieving will need support, and the new definition empowers the Department to facilitate provision of the required supports for the LEAs and schools that need it. The Department recognizes that the Race to the Top program is focused on turning around those schools identified by the Race to the Top specific guidance, so the initiatives put forth in this plan will first and foremost address those schools, while broader turnaround efforts (supported by School Improvement Grants and other funding) will seek to vastly improve all schools in educational recovery.

Conducting School and District Leadership Assessments

In January 2010, the Department identified the Educational Recovery Schools. The identified schools will be subject to the Education Recovery process outlined in this section. Support for this first group of schools will begin in the summer of 2010. One missing piece in criteria (E)(1) is determining the capacity of the current school and LEA leadership to manage and lead the educational recovery. Since 2000, school and district scholastic audits have been an integral part of Kentucky's efforts in school improvement, and provide a powerful tool to launch the State's future work in Educational Recovery Services. Included in the administrative regulation attached to KRS 160.346 (703 KAR 5:180) is a new type of scholastic audit called a Leadership Assessment. Since the possibility exists that the LEA has already implemented educational recovery strategies, we believe this piece is crucial to determining capacity prior to making staffing changes required under the turnaround options.

In this assessment, audit teams will focus their attention on leadership's capacity to lead the turnaround by collecting evidences of

the following:

- a) The school leadership's ability to function as an effective learning community and support a climate conducive to performance excellence;
- b) The school leadership's ability to actively engage families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students;
- c) The school leadership's ability to focus its professional learning program primarily on job-embedded professional learning;
- d) The school leadership's ability to make instructional decisions that focus on support for:
 - 1. Teaching and learning;
 - 2. Organizational direction;
 - 3. High performance expectations;
 - 4. Creating a learning culture; and
 - 5. Developing leadership capacity.
- e) The school leadership's ability to organize the school to maximize use of all available resources (both human and fiscal) to support high student and staff performance; and
- f) The school leadership's ability to effectively:

1. Identify the needs of all students;
2. Set specific, measurable goals to address those needs;
3. Implement specific strategies to reach those goals;
4. Provide adequate resources to implement those strategies; and
5. Frequently monitor implementation of the strategies and make adjustments when strategies are not achieving the desired outcomes.

The results of these assessments will detail the challenges and issues that are driving low achievement, as well as successes and potential promising practices. This data will inform the best course of action for struggling schools.

The results will then be used to determine who (i.e., the State, district, or school council) makes the decision about which turnaround option to employ, and who (i.e., the State, district, or school council), with the support of their local Center for Learning Excellence (*see below*), will lead the turnaround process (*see Appendix XXX: Audit Recovery Process and Flowchart for a flow chart visual*). Educational Recovery Schools will need to implement one of four prescribed intervention strategies described below (*see Appendix YYY: School Intervention Options for Turnarounds for more detailed descriptions of the four intensive intervention options*):

- 1) Turnaround: State or district assigns new principal and identifies staff for transfer or termination
- 2) Re-start: District contracts to have school become managed by an education management organization (EMO)
- 3) Closure: District closes school and re-assigns students and staff to other schools
- 4) Transformation: District develops a plan for turning around the school (a comprehensive strategy that, at a minimum,

replaces the school leadership and develops and rewards teacher and leader effectiveness as outlined in section (D)(2); adopts comprehensive instructional programs; extends time for students and staff and offers community-oriented services; and provides operating flexibility and intensive support) and submits its plan to the Department for approval

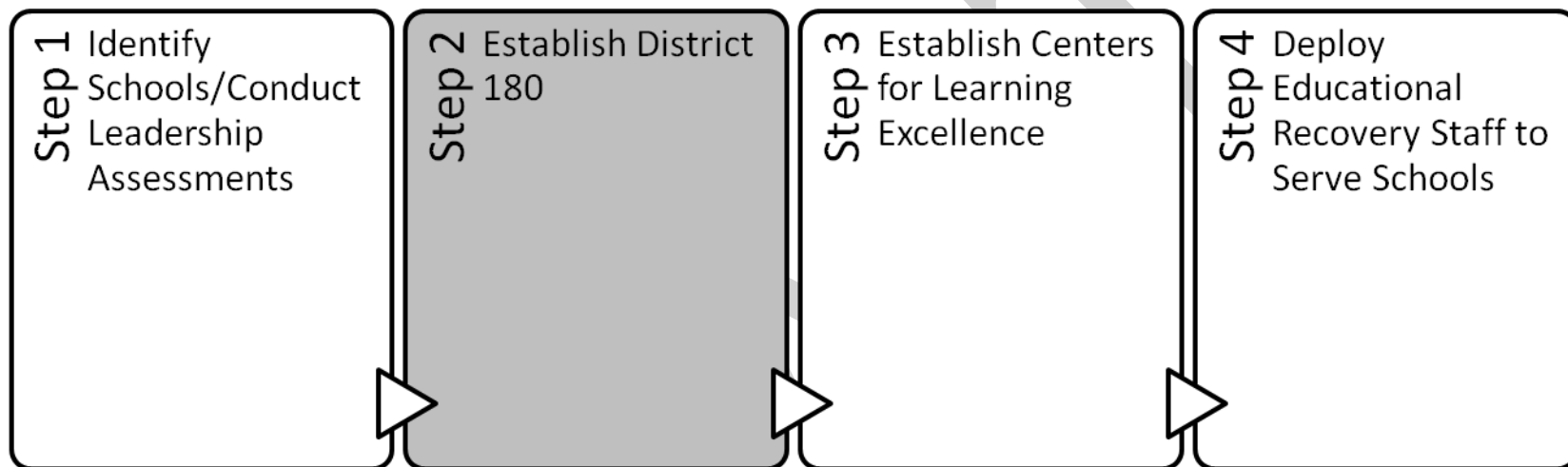
E(2)(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models

Educational recovery requires dramatic changes that move schools to a culture of high expectations for all so that significant gains in achievement and the closing of achievement gaps can occur in a short period of time (the expected time frame for education recovery is three years). This is followed by a longer period of sustained improvement. Educational recovery is very different and much more difficult than traditional school improvement efforts. It requires a special set of experiences, training and support.

Educational recovery will require action on a number of fronts:

- Require many of these schools to relinquish much of the control over the school to the local district, the State, or an Educational Management Organization (EMO) that has a proven track record with students similar to those in the affected school(s)
- Make fundamental changes in the conditions under which these schools operate
- Develop a marketplace of partners and support providers skilled in educational recovery
- Appropriate the funding necessary to create successful educational recovery

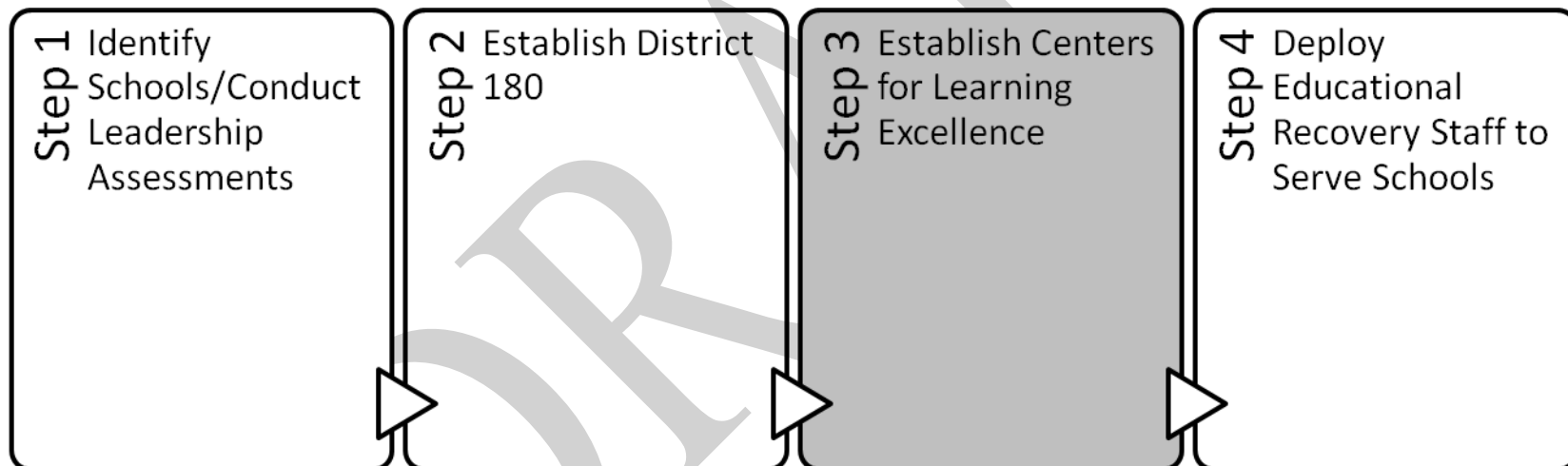
For educational recovery to be successful, the Department, school districts, schools and outside partners must re-organize to attract, develop, and retain people with the skills to match the specific needs of schools in need of educational recovery. In Kentucky, three key elements will be the focus of developing and sustaining this specific level of support known as Educational Recovery Services: District 180, Centers for Learning Excellence, and Educational Recovery Leaders and Specialists.



District 180

In the Spring of 2010 the Department created “District 180,” a specific team for educational recovery services that focuses on the schools and districts identified for educational recovery as well as other schools identified for school improvement. District 180 is a piece of a larger re-organization of the entire Department that focuses on shifting the work of the Department to align with the assurance areas in the notice for Race to the Top. District 180 combines staff and resources from two existing units, the Office of Leadership and School Improvement (where the Highly Skilled Educator, ASSIST and scholastic audit work is housed), the Office of Special Instructional Services (the home of the Federal Programs work where Title I and the Federal School Improvement Grant

are managed) and the Office of Teaching and Learning who will be providing Literacy and Mathematics content specialists to provide further support to the identified schools. In addition to providing the leadership for all Department efforts around educational recovery, this unit will provide support and assistance to the Centers for Learning Excellence as well as to those identified educational management organizations contracted to manage recovery schools. In addition, this team will be responsible for providing oversight, staff and other resources to the Centers. District 180 will also be responsible for providing oversight to the training programs for endorsements for Educational Recovery Leaders and Specialists and to work with the training providers and the Education Professional Standards Board to revise and update qualifications for these credentials as needed.



Creating Centers for Learning Excellence to support Educational Recovery

Kentucky is in the process of soliciting proposals to establish Centers of Learning Excellence (“Centers”) to serve as intermediaries between the Department’s District 180 team and the Educational Recovery Schools. Centers will be collaborative hubs, representing

multiple support partners and providers. Schools and districts in need of educational recovery will be clustered and assigned to these Centers.

Each Center will serve to provide support to identified Educational Recovery Schools as well as other schools identified for school improvement. Each Center is established through an RFP process between the Department and a lead recovery partner. The lead partner could be an institution of higher education or a school support organization (this could be a regional educational cooperative or a regional or national recognized school support organization or an educational management organization). In addition to the formal contract between the Department and the lead partner, a successful proposal will also contain formal relationships with other support partners as well as community, family, and area business partners.

NOTE: Additional Information about KDE Staffing at CLEs to be added.

The role of the Centers for Learning Excellence

The strengths of each Center will vary based on the organization that serves as the lead partner. Successful lead partners will be able to demonstrate how they will use other partners to ensure that no gaps exist in the structure of services they will provide to recovery schools. A Department staff member will work with each Center to ensure collaboration is strong between the State, the Center, and the local districts. Each Center's staff will include varied expertise, and will provide support services that will include, but not be limited to, the following:

- A liaison that will serve as a point of contact for each school assigned to the center
- Professional learning services coordinated to each school's needs, e.g., partnering with the Kentucky Association of School Superintendents and the Kentucky School Boards Association to revitalize a program similar to the Voluntary Partnership

Assistance Teams model, or working with local universities to provide professional learning experiences for teachers and principals

- Building capacity in each school by clustering the schools in the Center in various ways (e.g., size, grade level, etc.) to create support structures and networking opportunities in the schools
- Networking and collaboration opportunities for Educational Recovery Leaders and Specialists (*described in Activity 4 of this plan*)
- Engaging parents and developing community coalitions to provide out-of-school programs and resources to improve learning in the schools, e.g., the Everyone Reads program in Jefferson County
- Provide training and engagement activities for families in each school community
- In high school situations, develop dual credit, early college, specific STEM initiatives and dropout prevention services to enhance student success

The Centers will also manage multiple partnerships formed to provide support services for Educational Recovery Schools in that region. Working with established educational support organizations, whole school reform programs will be available to recovery schools, including the expansion of the following programs already showing success in Kentucky:

- **High Schools That Work and Making Middle Grades Work:** These initiatives provide a comprehensive framework for middle and high school improvement. They are founded on the conviction that most students can master rigorous academic and career studies if school leaders and teachers create a culture of high expectations and continuous improvement that motivates students to make the effort to succeed. These programs would be the recommended programs for educational recovery in secondary schools and each Center would provide staff support services for the program. The Southern Regional Education Board is already a strong partner in Kentucky for these programs (*see Appendix ZZZ: HSTW & MMGW program*)

overview for more detail).

- Early Identification Program: Low student achievement in upper grades represents a cumulative effect of several years of ineffective instruction and other non-educational barriers. One of the functions of the Center will be to house a program designed to identify the feeder schools, when appropriate, that provide the students for lowest-achieving schools. Currently, programs like the Save the Children K-8 literacy program provide these services (*see Appendix AAAA: Save the Children and Race to the Top Literacy Memo for more detail*). This type of innovative public/private partnership will be a central point of support for the schools that feed recovery schools in an effort to make students better prepared for success when they enter those schools currently in recovery. Partnerships like this one will provide children with the opportunity to increase their reading achievement by supplying the tools they need to develop reading skills and the guidance they need to grow as readers. Each Center will have a staff person to serve as liaison with these programs, which will consist of the following components:
 - Literacy training delivered to struggling readers in K-8 grades
 - Afterschool program provided four days a week with supplemental in-school support and during the summer
 - Carefully designed curriculum taught by professionals and paraprofessionals
 - Tutorials including one-on-one and small group instruction for children identified by reading needs
 - Software-based literacy tools to complement core activities and to help develop reading fluency and comprehension
 - Additional non-academic student supports, e.g., healthcare and nutrition
- Dual credit initiatives: Through local community colleges, several districts are already offering dual credit opportunities, e.g., Bullitt County's partnership with Jefferson Community and Technical College. The Department is also interested in Centers for Learning Excellence launching initiatives with a track record of success in other regions, e.g., the Gateway to College Program (*see Appendix BBBB: Gateway to College Description for more detail on this program*). This program

helps reconnect high school dropouts with their education. Through the program, students are able to complete their high school diploma requirements on a college campus while simultaneously earning credits toward a college degree or certificate. The research behind this program shows that many young people who had little chance of graduating from high school are achieving post-secondary success. Each Center will work with at least one community college in its service area to implement the Gateway to College concept

- STEM initiatives: Kentucky currently has several STEM programs in place to increase access to rigorous STEM curricula, projects and learning opportunities in STEM-related fields, and professional learning experiences for teachers in STEM subject areas. *(See section (B)(3) and the Priority 2 STEM section for more detail on Kentucky's numerous STEM initiatives).* The Centers will have liaisons to manage the implementation of programs like AdvanceKentucky and Project Lead the Way to ensure that in Educational Recovery Schools, teachers are trained in, and students participate in, rigorous STEM courses. Additionally, Centers will form partnerships with other organizations to provide project-based and real-world experiences in STEM-related fields

Fostering innovation with support from the Centers for Learning Excellence

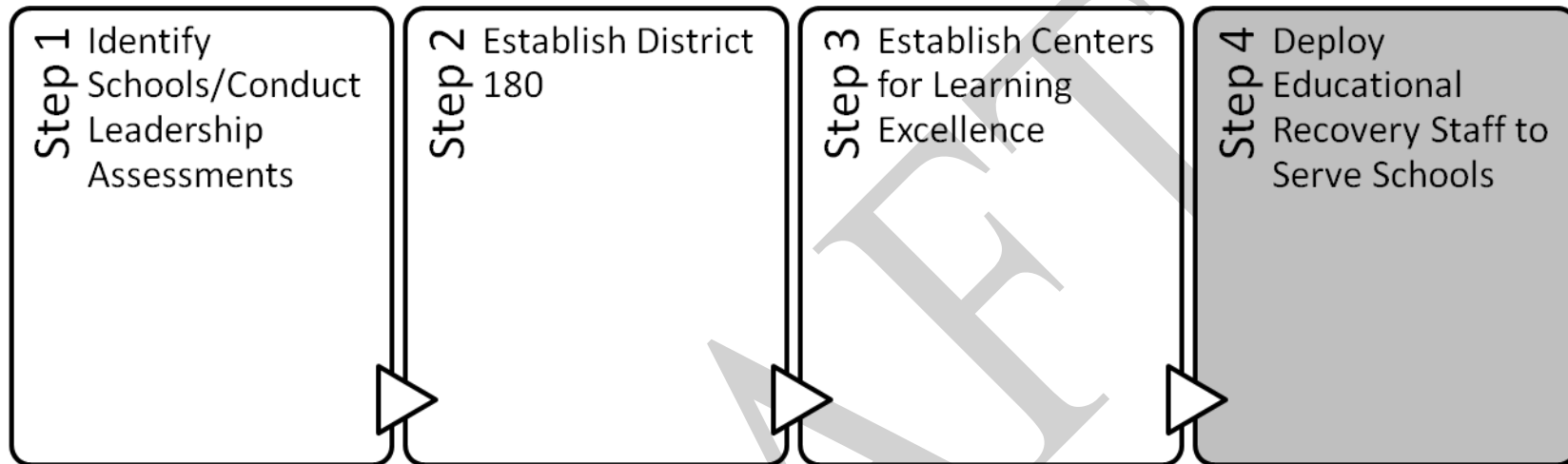
Given the capacity and resources Centers will aggregate and facilitate for school turnarounds, the Department will support new ideas and strategies that leverage the Centers for purposes of innovation. Because Kentucky's School-Based Decision Making governance structure gives school councils extensive authority over school-level decisions and processes, these new ideas and innovative approaches may be proposed to a Center from a school council to be tried at a single site. Or, because the Kentucky Education Reform Act of 1990 gives local districts authority to create innovative schools for at-risk populations with unique needs (e.g., students with behavior issues, juvenile justice issues, or who otherwise need an alternative setting to achieve success), a district may seek further partnership with Centers to implement innovative approaches and operate schools without the usual

authority of school councils (*see section (F)(2) for more detail on Kentucky's School-Based Decision Making governance structure*).

For example, a local district superintendent has a program for African-American males in a high school that has shown great results at improving the academic performance of these young men, as well as their character, communication skills and self-image. The superintendent wants to expand the program and create an “alternative school.” Other superintendents are similarly interested in innovative initiatives like this one, but many, particularly in rural areas, lack the capacity and resources to do so. As part of Kentucky’s approach to turning around the Commonwealth’s lowest-achieving schools, the newly-formed Centers can supplement district and school capacity and enable superintendents and school councils to undertake more innovative strategies collaboratively. This may mean facilitating knowledge-sharing and networking, or it could mean identifying potential partnerships or collaborations between districts.

Timeline

The Centers will be rolled out in a three phase process over the next three years and will be funded in the first phase through the federal School Improvement Grant (SIG). The second and third phases of the implementation will be funded by Race to the Top and may be sustained through state and federal school improvement funding. In Spring 2010, the Department began negotiations the initial three Centers to be operational as part of Phase 1 and will have these functioning by August 2010. The Department will conduct an evaluation of these three Phase 1 Centers in Summer 2011, with interim reports from Centers showing progress and improvements they have seen at Educational Recovery Schools, as well as lessons learned through the process. Phase 2 and 3 of the implementation of the Centers will occur in the fall of 2011 and 2012, respectively. When complete, the state will have nine Centers that will allow for deeper and more focused support for each school and district.



Establishing Educational Recovery certification and endorsements

The Department, the Education Professional Standards Board, and the Council on Postsecondary Education will work together to develop certification endorsements for Educational Recovery Leaders who will be prepared to lead the identified schools and Educational Recovery Specialists who will provide support to teachers in these schools. In addition, each school in educational recovery will be assigned a School Administrative Manager so the Educational Recovery Leaders and Specialists can focus on improving student learning.

Educational Recovery Leaders

Kentucky will introduce a new group of individuals known as Educational Recovery Leaders. The Educational Recovery Leaders

will be the lead administrator in each recovery school, and will go through extensive and on-going training in educational recovery strategies, beginning with a residency component formulated based on the findings of programs like the Academy for Urban School Leadership and New Leaders for New Schools. Educational Recovery Leaders will focus on assessing what barriers exist to whole school turnaround with more emphasis on culture, family and community engagement, teacher effectiveness and professional growth, leadership, and resource allocation. As part of their work in each recovery school, the Education Recovery Leader will develop a transition plan designed to ensure that the school is prepared to “re-enter” the regular school improvement process once the recovery period is completed. A central piece of the transition plan will be working with school and district leadership to identify a “Principal in Waiting.” Once identified, this individual will become a member of the staff of the recovery school. The Principal in Waiting will assist the Education Recovery Leader in implementing turnaround strategies and will receive coaching and mentoring from the Education Recovery Leader. At the end of the recovery period, this individual will assume the role of Principal in the recovery school.

Educational Recovery Specialists

Educational Recovery Specialists are individuals with specific experience and training in working with teachers to make dramatic improvement in instructional practice that leads to improved student learning. They will focus on coaching, mentoring and modeling effective instructional practice in order to increase the effectiveness of the school’s staff. Multiple Educational Recovery Specialists will be assigned along with an Educational Recovery Leader to form a “Recovery Team” who will provide coaching, mentoring and staff development in Educational Recovery Schools. Some Educational Recovery Specialists may teach courses, though they will not teach a full course load as much of their time will be allocated toward leading professional learning communities and facilitating the implementation of turnaround interventions. As this program is established and grows, Educational Recovery Specialists that are in classrooms and/or are alumni will serve as mentors and coaches to those in training and in their first placement.

School Administration Managers

The School Administration Manager project is a strategy designed to help change the role of the principal from the managerial leader to the instructional leader, resulting in an increase in time spent on improving teaching and learning. This work has been developed and supported through Kentucky's partnership with the Wallace Foundation. The job of the School Administration Manager is to assume school operations functions (such as ordering textbooks, overseeing fire drills and filing reports on compliance with regulations) and thereby enable the principal to focus more time on observing classrooms, facilitating embedded professional development, and improving instruction. Although the School Administration Manager initiative would not be housed in District 180, a key element of the success of recovery will be the placement of a School Administration Manager in every recovery school. (See *Appendix CCCC: School Administrative Manager Program History and Detail for more detail.*)

Timeline

NOTE: Additional Information regarding the Training Programs for ERLs and ERSs to be added

The Department, the Education Professional Standards Board, and the Council on Postsecondary Education will work together to create the Education Recovery Leader and Specialist certification programs to be voted on and formalized during Summer 2010, so that the first round of applications can be accepted in Fall 2010. These programs will be facilitated by the Education Professional Standards Board, with support from the Department's District 180 to work with Centers and place the first cohorts of graduates in fall 2011. This first cohort will provide feedback and input to the Department, the Education Professional Standards Board, the Council on Postsecondary Education, and the Centers' management organizations so that the program can be improved over time. The Department will fund a formal evaluation of these programs in 2014. Until such time as the first cohort is fully trained, the Department will identify current and former Highly Skilled Educators and others with extensive background in educational recovery

to staff these positions. These individuals will go through a rigorous screening process to determine eligibility.

Evidence

| Approach Used | # of Schools Since SY2004-05 | Results and Lessons Learned |
|---------------------------------------|--|---|
| Closure | 2 | Per KRS 160.346, Jefferson County Schools closed two middle schools (Southern Leadership Academy and Iroquois Middle School) in 2008. Two new middle schools opened (Olmstead Academy North and Olmstead Academy South). Olmstead North is an all-male school and Olmstead South is all-female. Both schools have new leadership. There has been only one year of ESEA testing (2009) with the new schools. Although there was minimal student growth, results will be more reliable following the 2010 ESEA testing. |
| Transformation | 2 | Also in 2008, Covington Independent Schools took advantage of the requirements of KRS 160.346 to take over control of two schools (Two Rivers Middle School and Holmes Jr./Sr. High School). The superintendent replaced leadership in both schools and granted the new leadership the latitude to implement policies and programs designed to make dramatic improvements in student achievement. Although there was minimal student growth, results will be more reliable following the 2010 ESEA testing. |
| Highly Skilled Educator (HSE) program | <p>In 2004-2006, 47 schools and 2 districts were served by 49 HSEs</p> <p>In 2006-2008, 57 schools and 3 districts were served by 59 HSEs</p> <p>(Note: Until the 2008-2009 school year, tracking was conducted on a biennial basis)</p> | The Academic Index improved at all schools and districts served by HSEs. This approach was effective in increasing student learning; however, the magnitude of this impact was variable across HSEs. Some HSEs were more effective, likely because they had a stronger partnership with the school principal and school council. HSEs did not have decision-making authority, so a good relationship with school leadership was critical to institute changes. |
| ASSIST Teams | In 2008-09, 32 individual schools and 58 districts were served by ASSIST | Since this program has been in existence only one year, it is not yet possible to determine if schools have moved out of No Child Left Behind School Improvement status. Of the 32 individual schools served, 25 made positive |

| | | |
|--|-------|---|
| | Teams | movement in their ESEA test scores, 15 saw improvement of at least 10% in students scoring proficient or better on one or both of the two content areas, and 3 schools made Adequate Yearly Progress. The ASSIST model's team-based approach is showing promising results; however, for the lowest-achieving schools, significant and deeper interventions are required to institute the changes necessary to result in step changes in student outcomes. |
|--|-------|---|

| Performance Measures | Actual Data: Baseline (Current school year or most recent) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|---|--|------------------------|------------------------|------------------------|------------------------|
| The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year. | N/A | 10 | 18 | 30 | 30 |
| The number of schools in turnaround in which all students are making at least two years' worth of growth in achievement in two years time | N/A | N/A | 6 | 12 | 18 |

The first performance measure listed reflects the (E)(2) plan timeline, where the 12 lowest-performing schools will have begun implementation

of one of the four intervention options by 2011. In two years, when the definition of lowest-achieving expands to include all schools, more schools will begin implementation of one of the four intervention options.

The second performance measure listed was added to reflect the expected changes in student learning growth at Educational Recovery Schools.

DRAFT